

Pupil premium strategy statement – Clifton All Saints Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	12.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026 2024-2025
Date this statement was published	19.07.2024
Date on which it will be reviewed	July 2025
Statement authorised by	Andrew Saunders
Pupil premium lead	Becky Byrne
Governor / Trustee lead	Andrew Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,250
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 9,370
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 53,620

Part A: Pupil premium strategy plan

Statement of intent

At Clifton All Saints Academy (CASA), the objective for our disadvantaged children is the same for our non-disadvantaged pupils; that all children flourish from their unique starting points. We want all of our children to reach their fullest potentials so that when they leave CASA they have the skills and knowledge ready to succeed in the next stages of their educational journey.

Many of our children who receive pupil premium funding face challenges before they step through the school gates and so a large proportion of our funding is used in supporting the social, emotional and mental health of our children. We recognise that in order for children to be able to access learning they need to feel safe and have their health, wellbeing and emotional needs prioritised. These basic needs need to be met, addressed and nurtured before learning can take place. We recognise by not only accessing a wealth of intervention and professionals for SEMH but entering a school of high expectation and inclusivity that children will be nurtured as a whole child. Taking a holistic approach ensures that our children are able to thrive socially, emotionally, academically and spiritually.

In addition to meeting the SEMH needs of our children, our goal is to ensure that they achieve as well as their non-PP peers. The expectation is that all children reach national standards and the gap between PP and Non-PP children closes and eventually diminishes overtime. This is why we have invested heavily in an intervention teacher who can provide small group tuition and mentoring for our children. This extra and additional tutoring will ensure that any gaps in learning are diminished.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children find it extremely difficult to co-regulate or regulate their emotions due to challenges outside of school.
2	Children start school with lower than expected levels of speech and language which impacts their overall academic attainment
3	Children do not attend school regularly or arrive on time. This impacts relationships in school and overall academic attainment.
4	Children receiving PPG do not achieve as well as their peers despite quality first teaching.

5	Children do not come to school equipped with the correct uniform, PE Kits or have access to learning resources at home that enable them to form good habits for learning. The cost of living crisis means that children cannot access school trips or enrichment opportunities.
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Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children are able to emotionally self-regulate meaning they can access learning time.	As a result of effective SEMH support children make good progress from their unique starting points. More children receiving PPG achieve ARE in reading, writing and maths.
Children’s speech is not a barrier to their progress.	Early identification of children’s speech ensures that children make good progress in the EYFS and achieve in line and above national. This excellent progress will ensure that children who receive PPG continue to make good progress into KS1 and 2.
Children achieve in line with national standards in national tests and checks from their unique starting points.	There are no gaps between PP pupils and non-PP pupils. Children in receipt of PP receive high quality intervention to ‘keep up’ rather than ‘catch up’ to ensure that gaps diminish overtime rather than widen.
Children will attend school regularly and will arrive on time with the correct equipment ensuring that they access the maximum number of learning opportunities.	Children feel happy and safe in school and as a result attend regularly. As a result of regular attendance children make good progress and achieve in line/above national.
Teachers and HLTA’s receive high quality and evidence based CPD which informs the delivery of interventions and lessons.	Quality first teaching in lessons and interventions ensures that children have access to excellent teaching and make good progress in line/above national.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for teachers	EEF - Effective professional development for teachers	4
Standardised assessments	EEF - Assessment and Feedback/Teaching and Learning Toolkit	4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 35,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI Group EYFS Language Programme</i>	EEF Oral Language Interventions - teaching and learning toolkit. 3 x 20 minutes groups	2
<i>Ruth Robinson - Private SALT fortnightly sessions</i>	EEF Oral Language Interventions - teaching and learning toolkit.	2
<i>HLTA/Teacher led interventions</i>	EEF teaching and learning toolkit - Teaching assistants can provide a large positive impact on learner outcomes	4
<i>One to One and Small group tuition via Intervention Teacher</i>	EEF teaching and learning toolkit - Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8424

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly sessions with psychotherapeutic counsellor to provide SEMH support.</i>	EEF - Social and emotional learning toolkit	1
<i>Lego Therapy - Brick by Brick</i>	EEF - early years toolkit	1
<i>School Uniform Vouchers and Super market vouchers</i>	EEF - teaching and learning toolkit	3
<i>Homework Books</i>	EEF - Teaching and learning toolkit	5
<i>Contributions to trips, clubs, music lessons and wider costs</i>	EEF - Teaching and learning toolkit	5

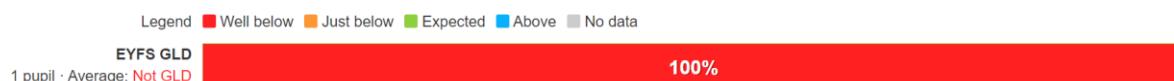
Total budgeted cost: £53,624

Part B: Review of the previous academic year

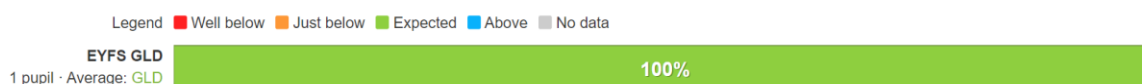
Outcomes for disadvantaged pupils

The below shows the attainment of children in receipt of Pupil Premium across the school in statutory assessments for the last two years:

2023-2024 EYSP/GLD:

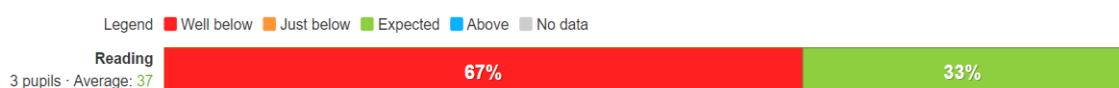


2022-2023 EYSP/GLD:

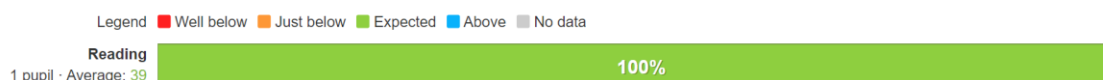


The child who did not meet GLD has already been identified for catch up interventions in Year one. They have taken part and accessed Phonics Keep up intervention which has had good impact, tricky word practice, small group Maths and has been a daily reader. This child has also accessed NELi language intervention. This child has made good progress from their starting point however rapid keep up interventions are now in place for the start of Year 1 to accelerate progress further.

2023- 2024 Pupil Premium Phonics Check:



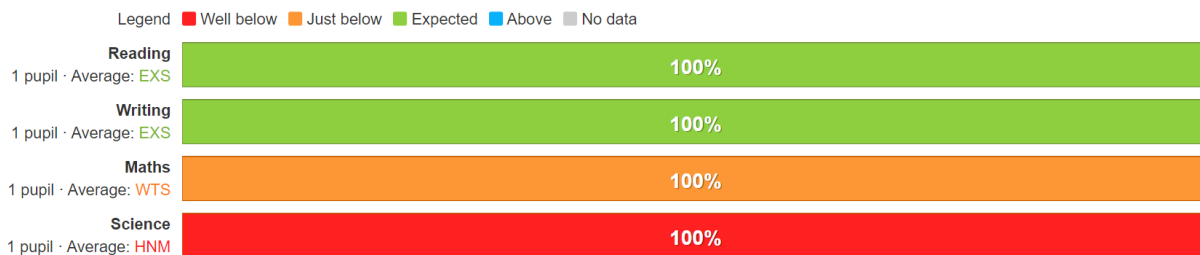
2022 - 2023 Pupil Premium Phonics Check:



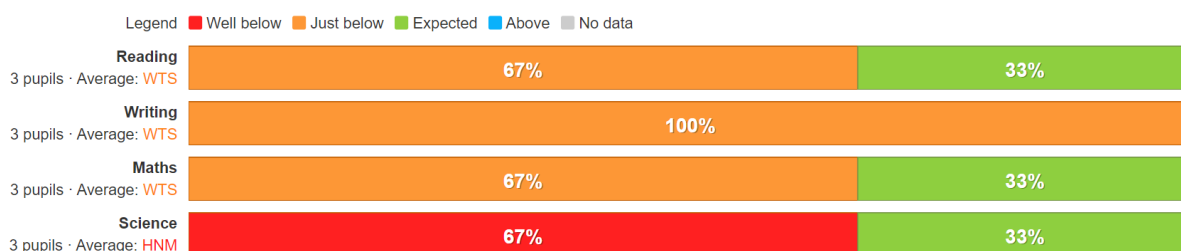
The children in the 2023-2024 cohort Phonics Screening Check made good progress from their unique starting points. The two children who did not pass the screening check are on the SEND register, both with complex needs, one with an EHCP and one with an EHCNA in progress.

Key Stage One Teacher Assessment:

2023 – 2024:



2022 – 2023:



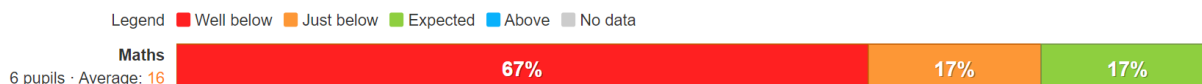
Progress has been made against the whole school development priority of writing, with clear impact of after school tuition having clear impact for this pupil. This pupil is expected to reach age related expectation through first quality teaching and targeted intervention in the next academic year in Science and Maths and is on track to make good progress in these subjects.

Year 4 Multiplication check:

2023 – 2024



2022 – 2023



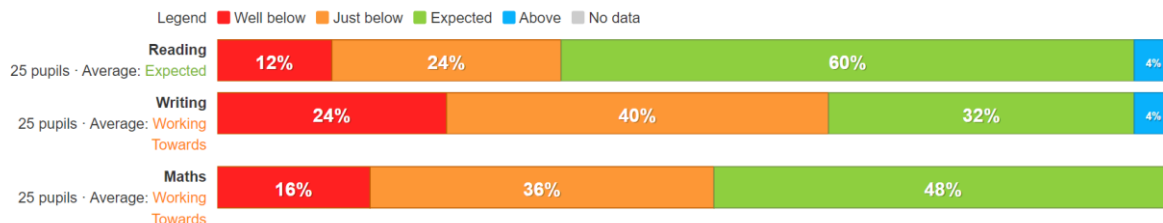
Progress in the Year 4 MTC is pleasing demonstrating that the school’s approach to narrowing gaps in Maths for these pupils is having a positive impact. The MTC pass rate was positively impacted and there was an uplift of 50%.

Overall Attainment Reception to Year 6:

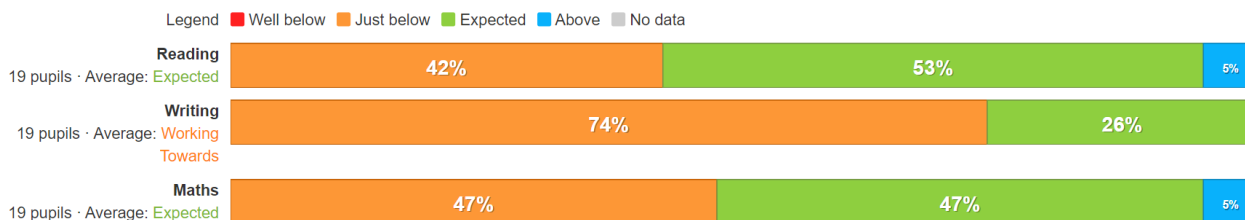
Since September 2022, we have admitted a further 9 children on roll who receive Pupil Premium. Some of these children were already on roll and some have joined from other

school. Over all, the data for Pupil Premium children is pleasing, the gaps are beginning to close with an uplift of 6% in reading and 10% in writing. This is pleasing as the whole school priority for 2023 – 2024 was the writing curriculum. Children in receipt of the PPG are receiving high quality intervention to address the gap between reading, writing and maths in the 2024 -2025 academic year.

2023 – 2024 attainment:



2022- 2023 attainment:



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The Service Pupil Premium was used to fund our ELSA who is able to offer Social, Emotional and Mental Health support for pupil when their families are on deployment. At this time, our families have not needed this support however the service is available to them should they require it.

The impact of that spending on service pupil premium eligible pupils

The below demonstrates the attainment of our service pupil children. Two of our service children met GLD and one of our service pupils has met age related expectations for their year group. The children are on track academically. There are no concerns for their social or emotional development at this time.

Attainment Overview for Pupils who are Service Children - 2023-2024 Summer

